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ABSTRACT

The paper describes special education programs (both in special schools and in special classes within ordinary schools) for handicapped children in Japan. Sections cover the following topics: the history of Japanese special education, system of special education, present status of special education, teacher training, and future plans and trends. Additional information is provided in table form for such areas as the number of special schools and teachers, educational placement of handicapped children, and transition of number of students attending special schools. (SBH)

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SPECIAL EDUCATION IN JAPAN

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SPECIAL EDUCATION IN JAPAN

1. Introduction

Japan offers special education for handicapped children in two distinct forms: in special schools and in special classes within ordinary elementary and lower secondary schools.

The former are directed at those whose handicaps are relatively severe in degree and the latter at those handicaps are relatively mild in degree. Special schools exist for five categories of the handicapped;the blind,the deaf, the mentally retarded,the crippled and the health impaired. Special classes exist for seven categories of the handicapped;the partially sighted,the hard of hearing, the mentally retarded,the crippled,the health impaired,the speech disordered and the emotionally disturbed.

There are 77 schools for the blind(1 national, 74 local and 2 private),107 schools for the deaf(1 national,105 local and 1 private),222 schools for the mentally retarded(32 national,181 local and 9 private),126 schools for the crippled (1 national,124 local and 1 private)and 73 schools for the health impaired(72 local and 1 private)as well as 21,000 special classes,with a total enrollment of 196,602,of whom 176,905 are in the age group for compulsory education(6 to 14) in elementary and lower secondary schools.(Table 1,2)

The number of handicapped children in that age group in 1977 was estimated 572,057, so that enrollment in special schools and classes accounted for 30.9%. The remaining were enrolled in ordinary elementary and lower secondary schools or were allowed to postpone or exempted from enrollment in schools. (Table 3)

Considering that the percentage of children's enrollment in compulsory education schools exceeds 99% in our country,it is assumed that there are still many handicapped children who find such great difficulty in learning as to require special educational treatment in ordinary classes in elementary and secondary schools.

Compulsory education has been in effect in schools for the blind and schools for the deaf since 1948 and will be applied to schools for the handicapped(namely, schools for the mentally retarded,the crippled and the health impaired)in 1979. Two factors are involved in compulsory education:the obligation on the part of parents to enroll their children and the obligation on the part of prefectural- rather than municipal- governments to establish the relevant schools.

Teaching in Braille is adopted in the schools for the blind,and oral method as well as auditory training are used in the schools for the deaf. In our school system,the partially sighted attend schools for the blind,and the hard of hearing attend schools for the deaf. So,one of the major recent problem in the education of the blind and the deaf is how to cope with the education of the partially sighted and the hard of hearing who have been showing a relative increase in parallel with the progress of medical science and other contributing factors.

Education of the mentally retarded,the crippled and the health impaired is still new as the system of schools for the handicapped was instituted as recently as 1947. Special classes were held during the pre-war years but their quantitative development followed World War II. The establishment of schools for the handicapped is made a major responsibility of prefectural governments,but the number of mentally retarded children is so large that establishment of special classes for them in municipal elementary and lower secondary schools is also encouraged.

The primary problem which special education has faced since the War was how speedy the special schools for handicapped could be built. The national government took the initiative by providing the necessary financial assistance,resulting in marked growth during the last ten years.

Meanwhile,teacher-training courses in special education have been provided throughout national education universities and in-service training courses for teachers have been undertaken in each prefecture and at National Research Institute for Special Education.

Table 1. Number of special schools, pupils and teachers (1977)

		Number of schools		Number of pupils					Number of teachers		Number of other personnels*	
		Main schools	Branch schools	Total	Kinder-garten level	Elemen-tary level	Lower secondary level	Upper secondary level	Full-time	Part-time	Full-time	Dormitory Matrons
Schools for the blind	National	1	-	222	8	40	38	136	68	30	42	15
	Local	69	5	8,488	220	2,058	1,456	4,754	3,104	214	2,182	1,094
	Private	2	-	92	12	9	7	64	27	4	3	-
	Total	72	5	8,802	240	2,107	1,501	4,954	3,199	248	2,227	1,109
Schools for the deaf	National	1	-	388	63	101	67	157	72	29	37	10
	Local	97	8	12,868	2,073	4,515	2,759	3,521	4,670	179	2,571	1,033
	Private	1	-	86	20	43	23	-	30	2	14	-
	Total	99	8	13,342	2,156	4,659	2,849	3,678	4,772	210	2,622	1,043
Schools for the mentally retarded	National	32	-	2,325	28	826	678	793	607	70	143	11
	Local	164	17	18,705	42	9,601	5,479	3,583	5,516	97	2,303	677
	Private	8	1	419	3	160	113	143	78	14	56	12
	Total	204	18	21,449	73	10,587	6,270	4,519	6,201	181	2,502	700
Schools for the crippled	National	1	-	196	-	102	52	42	57	15	19	-
	Local	103	21	16,833	155	8,548	4,567	3,563	5,328	213	2,817	1,124
	Private	1	-	44	-	44	-	-	7	2	-	-
	Total	105	21	17,073	155	8,694	4,619	3,605	5,392	230	2,836	1,124
Schools for the health impaired	National	-	-	-	-	-	-	-	-	-	-	-
	Local	54	18	4,862	2	2,811	1,734	315	1,648	37	506	119
	Private	1	-	138	-	90	48	-	12	-	11	-
	Total	55	18	5,000	2	2,901	1,782	315	1,660	37	517	119
Whole total		535	70	65,666	2,626	28,948	17,021	17,071	22,224	906	10,704	4,095

*Number of full-time, including number of dormitory matrons.

Table 2. Number of special classes and pupils(1977)

Kind of school / Type of handicap	Elementary school		Lower secondary school		Total	
	Special classes	Pupils	Special classes	Pupils	Special classes	Pupils
Mentally retarded	10,884	66,536	6,678	43,746	17,562	110,282
Crippled	386	2,113	137	667	523	2,780
Health impaired	586	4,695	122	620	708	5,315
Partially sighted	57	273	16	50	73	323
Hard of hearing	339	1,763	57	302	396	2,065
Speech disordered	882	5,770	65	293	947	6,063
Others	643	3,341	148	767	791	4,108
Total	13,777	84,491	7,223	46,445	21,000	130,936

Table 3. Number of children exempted from or allowed to postpone compulsory education

division	Whole Total	Children exempted from Compulsory education			Children allowed to postpone compulsory education		
		Part Total	Age 6-11	Age12-14	Part Total	Age 6-11	Age 12-14
1965	22,383	9,685	6,182	3,503	12,698	11,216	1,482
1966	22,030	9,392	5,957	3,435	12,638	10,953	1,685
1967	21,103	9,427	6,129	3,298	11,676	10,121	1,555
1968	20,409	9,410	6,178	3,232	10,999	9,487	1,512
1969	20,941	9,761	6,426	3,335	11,180	9,604	1,576
1970	21,283	9,770	6,502	3,268	11,513	9,811	1,702
1971	21,267	9,436	6,222	3,214	11,831	9,965	1,866
1972	19,853	9,047	5,716	3,331	10,806	8,950	1,856
1973	17,803	7,981	4,818	3,163	9,822	7,843	1,979
1974	14,931	6,740	4,007	2,733	8,191	6,400	1,791
1975	13,088	5,584	3,262	2,322	7,504	5,726	1,778
Type of handicap	(1975)						
Blind*	70	-	-	-	70	60	10
Deaf*	125	-	-	-	125	107	18
Mentally retarded	6,723	2,972	1,648	1,324	3,751	2,879	872
Crippled	3,353	1,928	1,201	727	1,425	1,105	320
Health impaired	1,185	281	166	115	904	761	143
In asylum reformatories	322	82	32	50	240	48	192
Others	1,310	321	215	106	989	766	223

2. Historical Review of Special Education

(1) Establishment of Special Education

Special Education in Japan started with the foundation of the School for the Blind and Deaf in Kyoto in 1878. Two years later, in 1880, the Rakuzen-kai School for the Blind was established in Tokyo. The education provided in these schools, however, was a charitable service rather than a school education. In 1885, the Rakuzenkai School was placed under the direct jurisdiction of the Ministry of Education and renamed the School for the Blind and Deaf. Teaching methods for the blind and deaf were studied at this school and this school became a model of this type of schools. When the Elementary School Ordinance was enacted in 1890, consideration was given to schools for the blind and deaf, with the criteria for their establishment and abolition. The number of schools of this category was gradually increased after that. The Ordinance on Schools for the Blind and Schools for the Deaf(1923) legally incorporated this kind of special education into the public school system, adjusting and improving their system and contents. An increasing number of private schools were turned into public schools and the prefectural governments were obligated to establish such schools. As a result, a great advancement was made in the education of the blind and of the deaf. Attendance rose sharply and many schools were established exclusively for the education of the blind and for the deaf.

(2) Expansion of Special Education

Education for other types of handicapped children, i.e. the mentally retarded, the crippled and the health impaired, was not provided until later. The first provision was a special class for the mentally educable retarded, instituted in the Matsumoto Elementary School in Nagano Prefecture in 1890. This was followed by establishment of special classes in a small number of other studious elementary schools around 1897. Initially, attention was concentrated on helping the educable mentally retarded catch up with normal children in terms of academic abilities by having them repeat easy lessons in the various subjects, such as reading, writing and mathematics. However, these attempts failed. Around 1907, under Ministry of Education ordinance, special classes were experimentally established, utilizing the German Manheim system, in the Elementary School attached to the Tokyo Higher Normal School and other elementary schools similarly attached to normal schools.

Then came a decade-until 1920-when it was thought that the mentally retarded should be exempted from compulsory education. It was felt that these children should be handled by charities and volunteer services or, if they attended ordinary elementary schools, were trated as exceptionally inferior pupils. This led to twenty years of trying to incorporate the mentally retarded as well as possible into the ordinary educational system without a serious change in attitude for them.

The concept of exemption from compulsory education prevailed until around 1940, when the Shisei Elementary School, dealing exclusively with the mentally retarded, was set up in Osaka. With the establishment of the Seicho Lower Secondary School for the mentally retarded in Tokyo(1950), the emphasis in their education finally shifted from academic skills to general adaption to daily living.

The primary interest in the crippled had been on their medical rehabilitation until around 1920, when it shifted to the integration of their rehabilitation with their education; emphasis was placed on helping them adjust to daily life. Hand in hand went the concept held that orthopaedic surgery should aim more at helping them to fit into ordinary social life than simply at correcting their physical anomalies. Physical training was defined as a field of educational therapy with the establishment of the Komei School for Crippled Children in Tokyo(1932), where education and medical treatment were unified, and the education of the crippled in general came to be incorporated as one of the objects of school education.

Education for the health impaired had been only a part of the educational system for a long time; by 1920, the aim was to restore and improve their health within the regular system. Special classes were set up for selected children or alternately camping or seaside schools were arranged for them for certain periods. However, it was not until around 1940 that the education for the health impaired came to be seen as one of the objects of school education.

The children included here are those whose physical conditions are so delicate as to come to diseases or those who suffer from diseases such as tuberculosis,

heart disease,or kidney trouble,or other conditions requiring long medical treatment. After 1945,special schools or special classes in ordinary schools were considered to provide them with educational instruction to go with their health therapy to improve their physical and mental health,as well as promote their recovery,without interfering with their full medical treatment.

There are many other complex and divergent categories of handicapped children who require special education,and the categories range from the speech disordered to the emotionally disturbed,the multiple handicapped, and so on. In the late 1950's it began to be recognized that there must be a wide range of special education to meet these various children's needs. Just at the categories for handicapped children have expanded,so must be developed the educational programs to help them.

(3) Development of Special Education

During the first phase of special education in Japan,from the late Meiji Period(1868-1912)to the early Taisho(1912-1926),the school education for the mentally retarded,the crippled,the health impaired had been left to,for the most part,private management by charitable persons moved by their compassion to help the handicapped. Under the School Education Law enacted in 1947,the education of mentally retarded,the crippled and the health impaired was clearly incorporated into the public elementary and secondary education systems. Compulsory school education was implemented for the schools for the blind and schools for the deaf in 1948 for the first time and will be applied to schools for the handicapped in 1979.

At the time of the enactment of the School Education Law in 1947,facilities for the education of the mentally retarded,the crippled and the health impaired were far inferior numerically to those for the blind and the deaf. Under the Law Concerning Encouragement of Enrollment in Schools for the Blind,Schools for the Deaf,and Schools for the Handicapped enacted in 1954,the national government and the prefectural governments were prescribed to bear a part or the whole of the expenses needed for handicapped children's parents' financial capabilities.

The enactment in 1956 of the Special Measures Law Concerning the Establishment of Public Schools for the Handicapped,which prescribed that national treasury will bear the expenses for facilities,teachers'pay,teaching materials,and the like for elementary and lower secondary courses at the schools for the handicapped, contributed greatly to the establishment of public schools for the handicapped.

Since then,schools for the mentally retarded,the crippled,the health impaired and their children have been accorded treatment similar to that given compulsory education schools and their children,though,in a legal sense,those handicapped children will not be obligated to enter these schools nor will be prefectural governments required to establish those categories of schools until 1979. Also, the Ministry of Education has promoted,by means of annual programs,the establishment of schools for the handicapped and has taken such necessary budgetary measures as the subsidization of facilities and the like.

Table 4. Educational placement of handicapped children

Type and degree of handicap	Educational placement
Visual (blind and partially sighted)	
Visual acuity after correction:	
Below 0.1	Schools for the blind
Between 0.1 and 0.3	
Those who require Braille education or considered to require Braille education in future	Schools for the blind
Others	To be educated with special care at special classes or ordinary classes
Handicaps of visual function, such as narrow visual vision, etc.	
Those who require Braille education or considered to require Braille education in future	Schools for the blind
Others	To be educated with special care at special classes or ordinary classes
Auditory (deaf and hard-of-hearing)	
Hearing loss	
90 dB and above	Schools for the deaf
89-50 dB	
Those who find it impossible or extremely hard to hear ordinary speech even with the help of a hearing aid	Schools for the deaf
Those who do not find it extremely hard to hear ordinary speech if a hearing aid is used	To be educated with special care at special classes or ordinary classes
Less than 49 dB	
Those who find it hard to hear ordinary speech even with the help of a hearing aid	To be educated with special care at special classes or ordinary classes
Mental retardation	
Severest	
IQ=25 and below	Postponement of or exemption from school attendance should be considered
Severe and moderate	
IQ=26-49	
Relatively incompetent	Postponement of or exemption from school attendance should be considered
Others	Schools for the handicapped, or special classes in case schools for the handicapped are unavailable

Table 4 (continued) Educational placement of handicapped children

Slight IQ=50-75	
Those who are extremely devoid of social adaptability	Schools for the handicapped, or special classes in case that schools for the handicapped are unavailable
Others	Special classes(borderline children(IQ=76-85),whom it is found appropriate to educate in special classes,should also be educated)
Crippled	
Those who find it impossible or hard to lead a daily life,write and walk,and those with a similar degree of handicap	Schools for the handicapped, or special classes in case that schools for the handicapped are unavailable
Those who are not as seriously crippled as those above	
Those who require more than six months of medical observations and guidance	Schools for the handicapped, or special classes in case that schools for the handicapped are unavailable
Others	To be educated in ordinary classes with special care or in special classes
Sick and delicate(including physically weak)	
The sick and delicate children(those with chronic trouble in the chest,heart,kidneys,etc.)	
Those who require more than six months of medical treatment or life regulation	To be given guidance to absent themselves from school and devote themselves to medical treatment
Those who require less than six months of medical treatment	To be educated in ordinary classes with special care
Those who require less than six months of life regulation	Special classes(in hospitals)
The physically weak	
Those who require more than six months of life regulation	Schools for the handicapped, or special classes in case that schools for the handicapped are unavailable
Those who require less than six months of life regulation	To be educated in special classes or ordinary classes with special care

Table 4 (continued) Educational placement of handicapped children

Verbal Those who are affected by deafness, hard of hearing, infantile paralysis or mental deficiency	Schools for the deaf, schools for the handicapped or special classes for the hard of hearing, the crippled and mentally retarded, in accordance with the nature and degree of disorder
Others	To be educated with special care at special classes for the speech disordered or at ordinary classes, in accordance with the nature and type of handicap

Source: Article 22-2 of the Order for Enforcement of the School Education Law and the Ministry of Education's Elementary and Secondary Education Bureau, Director Notification Special No.380 (18 October, 1962).

3. System of Special Education

(1) Institution for Special Education

Concerning educational institution for the handicapped, there are two types; one is special schools and the other is special classes in ordinary schools. Special schools are legally devided into three categories, schools for the blind, schools for the deaf and schools for the handicapped. The schools for the handicapped are further categorized into schools for the mentally retarded, schools for the crippled and schools for the health impaired.

Following the levels of regular school system, special schools are composed of kindergarten department(for 1-3 years), elementary department(for 6 years), lower secondary department(for 3 years), and upper secondary department(for 3 years).

An upper secondary department may have three optional courses: a basic course(for 3 years), an advanced course(for 2 or 3 years after graduating from the basic course), and technical course(for 1 or 2 years after graduating from the lower secondary department).

The prefectural governments are now legally under an obligation to establish special schools by public funds. It was in 1947 that schools for the handicapped appeared in the School Education Law.

In those days, there were only a few prefectures which had special schools for

the handicapped.

Elementary schools,lower secondary schools and upper secondary schools may establish special classes for handicapped children,or send special education teachers to the handicapped in hospital and homes.(itinerant teachers)

(2) Special Education and its Coverage

The children who are eligible to enter the school for the blind are those who are totally blind and the partially sighted(whose corrected eye sight of both eyes is not more than 0.3).

Those who are eligible for the deaf are totally deaf and the hard of hearing (whose auditory defects of both ears should be at least 50 decibels lower than the non-handicapped).

And the children who are eligible to enter the schools for the mentally retarded,the crippled and the health impaired are those in the following categories;

a) the mentally retarded(those who are moderately and severely retarded, having problems of social adjustment)
b) the crippled(those who have difficulty with ambulation and functioning of limbs and body)
c) the health impaired(those who need medical treatment for over 6 months and medical supervision for daily living)

Although 9 years of schooling up to the age of 15 is compulsory,those who cannot attend school for such acceptable reasons as severe handicap or multiple handicap are permitted to postpone schooling.

The children who are eligible for special classes of ordinary schools have milder handicaps than those in special schools.

However,there is as yet no definite criteria to decide the eligibility of children for special classes. But if the children are able to use the facilities in ordinary community schools for the normal children,and if they are mobile enough to manage without nursing care,they are able to enroll in the special classes.

(3) Class Room Composition

While an ordinary class in a community school for the normal children is composed of about 45 pupils at elementary and lower secondary levels,a class in the special schools for the handicapped children is usually composed of about 8 children. And also a class for the multiple handicapped children is composed of 5 children.

In kindergaten department of special schools for the pre-school age handicapped children,a teacher usually takes care of less than 8 children in a class.

In the special classes for the handicapped children in elementary and lower secondary schools,a class composed of 12 pupils is the national standard.

4. Present Status of Special Education

(1) Number of Handicapped Pupils in Institutions for Special Education

According to National Investigation of Handicapped Pupils in Elementary and Lower Secondary Levels in 1967,estimated percentage of incidence of pupils in need of special educational treatment was 3.69%.

You will find in Table 5 the estimated number of school-age handicapped pupils in need of special education in 1976. It is 572,057. And you will also find there 30.9% of all handicapped children enrolled in special education programs in 1976.

In 1967,less than 7% of the estimated number of the visually handicapped, auditory handicapped,crippled,mentally retarded and health impaired pupils(excluding number of the speech disordered and emotionally disturbed pupils) requiring special education were reported to be enrolled.

Although the progress is being encouraged,a wide gap still exists between the number of pupils estimated to be in need of some form of special education and the number who are requiring it.

The before-mentioned tables(Table 1,2)give nation wide statistical data on special schools and special classes in 1976.

Most of these special schools and special classes have been established on local administrative level.

Table 5. Number of handicapped children age(6-14)and ratio of attendance (1976)

Type of handicap	Handicapped children		Number of pupils attending special schools and special classes		Ratio of attendance to special schools and special classes	Number of special schools and special classes
	Percentage of incidence	Estimated number of children				
Visually handicapped	0.080 %	12,403	3,931	Sp.school 3,608 Sp.classes 323	31.7%	77 schools 73 classes
Hearing impaired	0.110	17,053	9,573	Sp.schools 7,508 Sp.classes 2,065	56.1%	107 schools 396 classes
Mentally retarded	2.070	320,910	127,139	Sp.schools 16,857 Sp.classes 110,282	39.6%	222 schools 17,562 classes
Crippled	0.180	27,905	16,093	Sp.schools 13,313 Sp.classes 2,780	57.7%	126 schools 523 classes
Health impaired	0.490	75,964	9,998	Sp.schools 4,683 Sp.classes 5,315	13.2%	73 schools 708 classes
Part total	2.930	454,235	166,734	Sp.schools 45,969 Sp.classes 120,765	36.7%	605 schools 19,262 classes
Speech disordered	0.330	51,160	6,063	Sp.classes 6,063	11.9%	947 classes
Emotionally disturbed	0.430	66,662	4,108	Sp. classes 4,108	6.2%	791 classes
Whole total	3.690	572,057	176,905	Sp schools 45,969 Sp.classes 130,936	30.9%	605 schools 21,000 classes

(2) Advances in Special Education

In the past 15 years, special education in Japan has made a remarkable advances. This is especially characteristic in special schools for the mentally retarded and the crippled and also in special classes for the mentally retarded. This has been brought about by the strenuous efforts of national and local governments which have tried to increase special schools and classes with the view to enlarge special education programs for the handicapped.

The official execution to establish special schools for the handicapped were not provided enough, therefore, the National Government has promoted to establish these schools with the aim at obligating prefectural to set up special schools for the mentally retarded, the crippled and the health impaired as early as possible.

Recently, we are also planning to establish special classes for the partially sighted, the hard of hearing, the speech disordered and the emotionally disturbed.

Table 6,7 shows the transition of number of special schools, pupils and classes by year.

(3) Present Tasks

Educational opportunities have become available to more handicapped pupils in more parts of Japan and in greater variety than ever before.

Even so, a large gap exists between the number of pupils in need of special education and the number of pupils now served. Therefore, many forces are at work to fill this gap. And in the following points, the challenge is being met especially by national and local public educational authorities.

a) To obligate prefectural governments to establish special schools for the mentally retarded, the crippled and the health impaired from the school year of 1974.
b) To complete the integrated programs of special education in ordinary schools, and to enforce resource room plan and itinerant teacher plan, especially, for the partially sighted, the hard of hearing, the speech disordered and the emotionally disturbed.
c) To enforce itinerant teacher plan for the home-bound or hospitalized pupils (mainly for the crippled, the health impaired and the multiple handicapped).

These are the three important tasks we face now, and in addition, the Ministry of Education established the National Research Institute for Special Education in the fall of 1971, which serves as the national central organ to promote comprehensive and systematic research on education for the handicapped.

The National Kurihama School for the Handicapped Children was established in 1973 and provided educational treatment to the severely and mul iple handicapped children in cooperation with the Institute as the indispensable educational facilities to promote practical rese

5. Teacher Training for Special Education

The special education teacher training system involves four-year training courses in national universities aiming chiefly at teacher training. Currently there are training courses for teachers in schools for the blind in two universities, for the deaf in six, for the handicapped in forty-seven, for the crippled in three, and for the speech disordered in four. There are also courses allowing practising teachers with regular teacher certificates for kindergartens, elementary schools and lower and upper secondary schools to acquire the specified credits required for special education teachers. Temporary teachers for the crippled have two-year training courses in three universities; one year or six months for the handicapped in five universities; for the speech disordered one year in four universities. The physical therapy teacher-training institution at the Tokyo University of Education has a two-year course. In addition, the Ministry of Education and the prefectural boards of education undertake training courses for credit certification for the sake of in-service teachers and grant the teacher certificate for special education through examinations.

No particular provisions are made for the teachers in charge of special classes; all teachers with regular certificates for kindergarten, or elementary, lower secondary or upper secondary school are deemed qualified to take charge of those classes.

The teacher certificate for special education is classified into two types: the regular teacher certificate for schools for the blind, schools for the deaf, schools for the handicapped; and the teacher certificate for specialized courses in the schools for the blind and schools for the deaf (for the physical therapy course

Table 6. Transition of Number of Special Schools (1948-1976)

Year	Total	for the Blind	for the Deaf	part total (1+2+3)	for the [1] Mentally Re	for the [2] Crippled	for the [3] Health imp
1948	133 (5)	70(4)	63 (1)	—	—	—	—
49	143 (10)	70(4)	72 (6)	1	—	—	1
50	151 (10)	72(4)	76 (6)	3	1	—	2
51	151 (12)	72(4)	76 (8)	3	1	—	2
52	152 (14)	72(5)	77 (9)	3	1	—	2
53	164 (11)	75(3)	84 (8)	5	1	1	3
54	166 (12)	75(2)	86 (10)	5	1	1	3
55	269 (12)	75(2)	89 (10)	5	1	1	3
56	173 (13)	74(3)	90 (9)	9 (1)	2	3 (1)	4
57	180 (16)	73(3)	91 (10)	16 (3)	7 (1)	3 (2)	6
58	188 (17)	73(3)	92 (11)	23 (3)	8 (1)	7 (2)	8
59	201 (15)	73(3)	92 (10)	36 (2)	14	11 (2)	11
60	215 (16)	73(3)	93 (10)	43 (3)	17 (1)	14 (2)	12
61	225 (18)	73(3)	94 (9)	58 (6)	23 (2)	20 (2)	15 (2)
62	246 (23)	75(3)	97 (8)	74 (12)	28 (2)	29 (4)	17 (6)
63	264 (25)	76(1)	97 (8)	91 (16)	34 (2)	37 (6)	20 (8)
64	279 (30)	75(2)	98 (8)	106 (20)	42 (2)	41 (9)	23 (9)
65	304 (33)	75(2)	100 (7)	129 (24)	57 (3)	47 (12)	25 (9)
66	322 (34)	75(2)	101 (7)	146 (25)	66 (2)	53 (15)	27 (8)
67	335 (42)	73(2)	101 (6)	161 (34)	71 (4)	63 (19)	27 (11)
68	345 (46)	73(2)	101 (6)	171 (38)	75 (5)	68 (22)	28 (11)
69	358 (52)	73(2)	101 (6)	184 (44)	82 (11)	73 (22)	29 (11)
70	367 (55)	73(2)	102 (6)	192 (47)	87 (14)	76 (22)	29 (11)
71	385 (59)	73(2)	102 (6)	210 (51)	101 (16)	78 (24)	31 (11)
72	406 (65)	74(2)	103 (6)	229 (57)	113 (19)	83 (22)	33 (16)
73	439 (63)	74(2)	102 (6)	263 (55)	136 (19)	89 (21)	38 (15)
74	485 (69)	75(2)	101 (6)	309 (61)	164 (24)	98 (21)	47 (16)
75	504 (75)	72(5)	98 (9)	334 (61)	181 (21)	101 (21)	52 (19)
76	535 (70)	72(5)	99 (8)	364 (57)	204 (18)	105 (21)	55 (18)

* Number in () shows number of branch schools

Table 7. Transition of Number of Pupils attending Special Schools(1948-1976)

Year	Total	Schools for the Blind	the Deaf	(1+2+3) Part total	1 Mentally Re	2 the Crippled	3 Health imp.
1948	12,387	4,457	7,930	—	—	—	—
49	14,449	4,396	9,964	89	—	—	89
50	16,865	5,155	11,600	110	28	—	82
51	19,670	6,161	13,345	165	40	—	125
52	22,091	7,136	14,784	171	31	—	140
53	24,312	7,901	16,143	268	25	46	197
54	26,485	8,604	17,555	326			
55	28,142	9,090	18,694	358	60	61	237
56	29,575	9,460	19,505	610			
57	31,[illegible]	9,864	20,044	1,701	690	484	527
58	33,193	10,126	20,397	2,670	866	1,094	710
59	34,753	10,264	20,744	3,745	1,264	1,608	873
60	35,778	10,261	20,723	4,794	1,676	2,123	995
61	37,130	10,235	20,489	6,406	2,437	2,750	1,219
62	38,595	10,127	20,180	8,288	3,013	3,791	1,484
63	40,533	10,099	20,036	10,398	3,350	5,203	1,845
64	42,757	10,011	19,890	12,856	4,026	6,968	1,862
65	44,316	9,933	19,684	14,699	4,923	7,931	1,845
66	46,330	10,038	19,280	17,012	5,892	9,185	1,935
67	48,409	10,101	18,650	19,658	6,617	10,830	2,211
68	49,284	9,955	18,026	21,303	7,008	12,134	2,161
69	50,183	9,722	17,288	23,173	7,914	13,080	2,179
70	50,796	9,510	16,586	24,700	8,584	13,713	2,403
71	52,224	9,412	15,912	26,900	9,874	14,483	2,543
72	55,469	9,404	15,634	30,431	12,115	15,223	3,093
73	58,507	9,244	15,119	34,144	14,650	16,031	3,463
74	61,393	8,938	14,558	37,897	17,053	16,693	4,151
75	63,608	9,015	13,897	40,696	19,141	16,927	4,628
76	65,666	8,802	13,342	43,522	21,449	17,073	5,000

and music course in the schools for the blind and for the special handicraft course and the beauty art course in the schools for the deaf). Anyone who wishes to obtain the regular teacher certificate for schools for the blind,schools for the deaf or schools for the handicapped must have,as a basic requirement, the teacher certificate for kindergarten or elementary,lower secondary or upper secondary school. The regular teacher certificate for the former category of school can be obtained by acquiring ten credits for specialized subjects pertaining to special education in the case of the person having the second-class teacher certificate for the latter category school,and by acquiring twenty credits for specialized subjects pertaining to special education in the case of the person having the first-class teacher certificate,or by passing the special examination for the teaching profession. Compulsory subjects and credits that should be acquired in that regard include the following.

For the blind: Education of the blind,theory and practice of Braille, psychology of the blind,visual physiology and pathology,practice teaching at a school for the blind(more than two credits for each).

For the deaf: Education of the deaf,theory of speech and language,psychology of the deaf,methodology of hearing and speaking physiology and pathology of auditory perception,and practice teaching at a school for the deaf (more than two credits for each).

For the handicapped: Education of exceptional children(more than four credits), psychology of exceptional children,pathology and health of exceptional children,and practice teaching of exceptional children(more than two credits for each).

6. Future Plans and Trends

The institution of special schools and classes must be continued and parents must be provided with guidance on the enrollment of their handicapped children in those schools and classes and local communities enlightened at the same time. In addition,teaching contents and methods should be improved and enriched to fit in with children's mental and physical handicaps.

Certain measures have already been taken - experiments in designated schools, curriculum study,the institution of 'Course of Study',compilation of textbooks and the publication of teachers' manuals. Co-operation from such related fields as pedagogy,medical science and psychology is vital and the establishment of a viable co-operation arrangement remains as a major problem for the future.

Teachers are called upon to possess the ability and qualifications for giving instruction on specialized knowledge and skill; it is also essential to complete the structure under which personal guidance can be adequately provided. Therefore, for instance,a legislative amendment of 1969 prevents one teacher from taking charge of plural classes concurrently.

The following criteria were defined about class:eight pupils in schools for the blind,thedeaf,the mentally retarded,the crippled and health impaired;five in schools for the multiple handicapped;twelve in special classes;and in dormitories one matron for five pupils.

At present,the pupil-teacher ratio is 3.5 in the schools for the blind,3.8 in the schools for the deaf,4.3 in the schools for the mentally retarded,4.8 in the schools for the crippled,4.2 in the schools for the health impaired and 7.7 in special classes. In the future,there will be a tendency towards increasingly diversified types of handicaps,a widening of the gap of handicap and increased severity in degree of handicaps.

In view of this,the feasibility of increasing the number of teachers in charge of special guidance who are held necessary for the clinical teaching of pupils is under consideration.

Following are the three major objectives,beginning fiscal year 1972,of the special education expansion program.

1) Schools for the handicapped are to be increased during a seven-year period in all prefectures,so as to allow,on the program's completion,the enrollment of all mentally retarded,crippled,and health impaired children requiring each schools.

2) Sufficient special classes will be instituted in each municipality with more than 5,000 population in order to enroll all mentally retarded children who do not require special schools. For health impaired,crippled,partially sighted, hard of hearing,speech disordered and emotionally disturbed children,special classes are scheduled in each city above a defined population,where stress will be added on guidance concerning 'clinical teaching'.

3) Sufficient kindergarten departments are to be instituted in special schools for enrolling half the 4 to 5 years old whose physical or mental handicap necessitates such schools(3 to 5 years old whose physical or mental handicap necessitates such schools(3 to 5 years old in the case of deaf children).